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ABSTRACT

A study investigated the English language proficiency of English-as-a-Second-Language (ESL) student teachers in five Egyptian university schools of education. Comparisons of language proficiency level were made between schools, and proficiency comparisons were made between teachers based on instructional level (first or second year) and sex. An English proficiency test was administered to 932 subjects (347 male, 585 female) ESL student teachers. Statistical analysis of the results revealed significant differences between the schools' student proficiency levels and between instructional levels. However, no significant differences were indicated between males and females. Interactions were found between school and instructional level, instructional level and sex, and all four variables. No interaction was found between school and sex. Based on the findings, it is recommended that steps be taken to improve the English preparation of ESL student teachers. Regional faculties of education are encouraged to select better qualified applicants and not practice open admissions. In addition, it is suggested that the ministry of education and university administration assure that courses offered to this population are adequate in both quantity and quality to produce the most proficient teachers. (Author/MSE)

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A Study of ESL Student-Teachers' Language Proficiency Levels in Some Faculties of Education

by

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A STUDY OF ESL STUDENT-TEACHERS' LANGUAGE PROFICIENCY LEVELS IN SOME FACULTIES OF EDUCATION

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ABSTRACT

This study was carried out in an attempt to determine the English language proficiency level of ESL student-teachers in some Faculties of Education. Comparisons were made between the different Faculties in English language proficiency levels. Comparisons were also made between ESL student-teachers on the basis of grade level and sex. Interactions were studied, too. Tanta University English Language Proficiency Test was administered to 932 subjects 347 male and 585 female ESL student-teachers enrolled in the English Departments in the participating faculties. A 5 x 2 x 2 Analysis of Varience and Newman-Keuls Test were performed on the data. Research results revealed significant differences between the different Faculties in English Language proficiency levels. Significant differences were also disclosed between grades. However, no significant differences were indicated between males and females. The results also revealed significant interaction between faculties and grades ; grade and sex; and among Faculty, grade, sex and English language proficiency level. No interaction was found between faculty and sex. On the basis of the findings, it is recommended that steps be taken to improve the English preparation of EFL/ESL students teachers. Regional faculties of education must try hard to select the better qualified applicants, and not to admit everyone who applies to the English departments. The Ministry of Higher Education together with University Boards have to make sure that courses offered to EFL/ESL candidates are adequate both in quantity and quality to produce the most proficient EFL/ESL teachers. (Six Tables are included)

INTRODUCTION

The teacher represents the bridge and direct contact between the educational system and the learners. As an increasing emphasis is placed on effective communication, teachers of foreign or second languages and teacher-training faculties have to become more aware of the important part that English language proficiency has to play in the professional preparation of teachers of English as a foreign or second language.

Conant (1963,p.95) put it clearly that," the serious study of English Language should be an essential component of any collegiate programme and particularly of a teacher's education." **Finocchiaro (1973, p.27; 1988, pp.2-5)** maintained that, "the heart of any successful EFL/ESL programme is the teacher and teachers of modern foreign Languages should be adequately prepared for their task." **Allen (1975, p.5)** also stated that, "EFL teachers should possess competent preparation consisting of a completion of a programme leading to a degree in teaching English as a second Language .....formal training is, of course, imperative."

The importance of EFL/ESL being proficient in the language they are teaching has long been acknowledged. The International Organisation of Teachers of English to Speakers of Other Languages **(TESOL, 1976)** recommended that all educators involved in instructing students of

EFL/ESL should be proficient in the language they are teaching in their classes. The Organization made it clear that successful language instruction must be carefully planned and implemented by qualified teachers; it can not be left to chance.

There are, however, common complaints of low standard of English among ESL learners, ESL student-teachers and ESl teachers. These complaints are frequently articulated everywhere, in higher education, government offices and private concerns. For instance,**Elewah (1978,p.10)** pointed out that " The marked deterioration of the English language standard in our schools could be attributed to the poor qualifications of the teachers who teach the English language classes, and not to the students." The author agrees with **Elewah** that when students become low achievers and do not perform well in the language, this means failure on the part of the teacher. It is the fault of the teacher, not the students. At this point, **Lembo (1971,p.7)** indicated that, " students do not enter school as failures; when students fail , it is the practices which teachers and administrators individually and collectively employ that are at fault." Added to all these, the quality of instructions within any educational institution is determined by skill and ability of the teachers. If teachers'language standard is weak, the quality of English teaching is likely to fall and the learners will be affected by this weakness.

Daoud (1986,p.10) in his article "The Problem of English Standards" stated that, "English graduates from both Education and Arts Faculties in Egypt show a disturbing trend in their abilities." **Badr (1984)** via a study of the English department curriculum in Egypt's Faculties of Education found that the English language courses offered to prospective ESL teachers in the English Department were not adequate in quantity or quality to provide them with the required language proficiency.

Other studies were conducted in the U.S.A on ESL student-teacher's language proficiency levels.**Adamson(1963)** found that English majors to be superior to those in other areas, and that they were most superior in literature and listening forms. **Carroll (1968)** studied the foreign language proficiency levels attained by language majors near graduation from college. The resulting data provided new evidence on a number of issues significant in the selection and training of future language teachers. In Egypt , **AL-Naggar (1977)** found a reduction in the frequency of errors during the university training. **EL-Banna (1989)** also studied the English language proficiency levels of three groups of ESL teachers, i.e. non-specialist ESL teachers, specialist ESL teachers and prospective ESL teachers. ESL teachers' general language proficiency levels, reading proficiency levels, and writing proficiency levels were investigated. He found significant differences between the three groups in both reading and writing

proficiency levels.

PURPOSE OF STUDY

Egypt's Faculties of Education are in a position to require a very specific level of English language proficiency on the part of their students. Successful completion of the English requirements does not necessarily indicate the student has attained a degree of proficiency in the foreign language. Moreover, the subject-matter covered the required courses may vary from one Faculty to another.

Since the future of English language teaching relies heavily and crucially upon the availability of well-trained teacher candidates, there was special interest in the appraisal of those who planned to become ESL teachers. In addition, the study was an outgrowth of observations of the differences in the English language proficiency of ESL student-teachers in some Faculties of Education

The primary objective of the present study was to determine the English language proficiency of college ESL student - teachers in comparison to other ESL student-teachers in some Faculties of Education. It appears in some cases that the English language courses or English requirements are not producing English language proficiency in all ESL student-teachers in some Faculties of education. To insure a particular level of proficiency in the English

language, it is imperative that the teacher-training institutions determine whether or not their English requirements are doing the job they are expected to do; namely, to help ESL student-teachers attain proficiency in the language they are going to teach in the future.

An attempt was made to determine the difference in language proficiency levels of both male student- teachers and of female ESL student-teachers. An attempt was also made to compare between first year (freshman) and second year (sophomores) ESL student-teachers in their English language proficiency levels.

RESEARCH QUESTIONS

The research questions for this study were as follows:

1- Are there differences between ESL student-teachers in the English language proficiency in the Faculties of Education?

2- Are there differences between first year ESL student-teachers and second year ESL student-teachers in English language proficiency level?

3- Are there differences between males and females in English language proficiency level?

4- Is there an interaction between faculty and grade; faculty and sex;grade and sex, faculty,grade,sex and English language proficiency levels?

INSTRUMENTS

To obtain the necessary data for investigating the validity of the study's hypotheses,Tanta University English Language Proficiency Test **(EL-Banna,1983)** was used. The test consists of 5 reading comprehension passages of graded lengths. Each passage is followed by 10 multiple-choice items and takes about sixty minutes to administer, including working on a sample item. The test covers the following skills: 1) identifying the main idea of the content,2) understanding the most significant details of the content, 3) drawing conclusions from the content, 4) understanding the structural meaning of the content, and 5) determining the meaning of words from the context.

The author of the test has determined that the test is content valid. Internal consistency validation is also estimated. The test sub-tests have high correlation coefficients as follows: subtest one was .73, subtest two was .75, subtest three was .84, subtest four was .83, and subtest five was .81 **(EL-Banna,1983,p.121)**. The test reliability was estimated through the use of the Split-half procedure and the application of the Spearman-Brown formula. The total test reliability was .80 which indicates that the test would produce the same results consistently **(EL-Banna,1983,p.122)**.

SUBJECTS

The sample for this study consisted of all ESL student-teachers present on the day of testing during the academic year 1985-1986 at Kafr-El-Sheikh Faculty of Education, Tanta Faculty of Education, Mansoura Faculty of Education, Ain-Shams Faculty of Education and Alexandria Faculty of Education. The sample included a total of 932 subjects, 347 males and 585 females enrolled in both first year and second year in the departments of English, and planned to be teachers of English as a foreign language.

Of the 932 included in the analysis, 174 were from Kafr-El-Sheikh Faculty of Education, 324 were from Tanta Faculty of Education, 242 were from Mansoura Faculty of Education, 118 were from Ain-Shams Faculty of Education. and 74 were from Alexandria Faculty of Education.The participants represented about 80 percent of the total population of ESL student-teachers at the participating Faculties.

ADMINISTRATION AND SCORING

The test was administred by the author with the assistance of a teaching assistant at all participating

Faculties on the following dates:

1- Faculty of Education at Kafr-El-Sheikh	April 21, 1986
2- Faculty of Education at Tanta	May 3, 1986
3- Faculty of Education at Mansoura	May 4, 1986
4- Faculty of Education at Ain-Shams	April 27, 1986
5- Faculty of Education at Alexandria	April 23, 1986

The test answer sheets were manually scored by this author and the study's hypotheses were subjected to some statistical procedures.

ANALYSIS OF DATA AND RESULTS

To test the differences, if any existed, between the participating faculties,grades and sex, and to determine interactions, Three way Analysis of Variance **(Hinkle,et al.1979,p.322),(Hinkle,et al.,1979,p.273)** and Newman- Keuls test were performed on the data. The analysis tested the following null hypotheses:

HYPOTHESIS ONE: THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN ESL STUDENT-TEACHERS IN THE PARTICIPATING FACULTIES IN ENGLISH LANGUAGE PROFICIENCY LEVEL.

Table 1. ANOVA (5 x 2 x 2) ESL Student-Teachers' Language Proficiency Levels in the Different Faculties

Source	SS	d.f	MS	F.ratio
Between Faculties	2333.03	4	583.26	21.24 **
Between Grades	1971.50	1	1971.50	71.8 **
Between Sex	40.07	1	40.07	1.46
Faculty X Grades	475.12	4	118.78	4.33 **
Faculty X Sex	128.02	4	32.01	1.17
Grade X Sex	320.84	1	320.84	11.68 **
Faculty X Grade X Sex	335.03	4	83.76	3.05 *
Within Groups	25040.18	912	27.46	

* Significant at the .05 level
** Significant at the .01 level

ANOVA (5 x 2 x 2) indicated significant differences between ESL student-teachers enrolled in the faculties involved in the study as shown in Table 1. The F. ratio for differences between faculties in English language proficiency levels was large enough to reject the first null hypothesis.

Newman-Keuls Test showed that there were significant differences at the .01 or .05 level between Kafr-El-Sheikh Faculty of Education and Ain-Shams Faculty of Education in

favour of Ain-Shams; significant differences were also found between Kafr-El-Sheikh and Alexandria Faculties of Education in favour of Alexandria; and significant differences at the .05 level existed between Tanta Faculty of Education and Alexandria in favour of Alexandria. No significant differences , however, were found between the other groups as shown in Table 2.

Table 2. Differences Between Faculties in English Language Proficiency levels Using Newman-Keuls Test

Faculties	Kafr-El Sheikh	Tanta	Mansoura	Ain-Shams	Alex.
Means	21.72	23.42	24.74	25.59	28
Kafr-El-Sheikh 21.72	Zero	1.7	3.02	3.87 *	6.28 **
Tanta 23.42		Zero	1.32	2.17	4.58 *
Mansoura 24.74			Zero	.85	3.26
Ain-Shams 25.59				Zero	2.41
Alexandria 28					Zero
Critical * .05		2.83	3.38	3.71	3.94
value ** .01		3.72	4.21	4.50	4.7

HYPOTHESIS TWO: **THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN THE ENGLISH LANGUAGE PROFICIENCY LEVEL OF FIRST YEAR ESL STUDENT-TEACHERS AND THAT OF SECOND YEAR ESL STUDENT-TEACHERS.**

ANOVA (5 x 2 x 2) indicated a large F.ratio for differences between grades in English language proficiency level. Accordingly, the second null hypothesis was rejected (see Table 1).

Newman-Keuls Test revealed significant differences at the .01 level between first year ESL student-teachers' language proficiency level and that of second year ESL student-teachers in favour of second year as shown in Table 3.

Table 3. Differences Between grades Using Newman-Keuls

Grades	First year	Second year
Means	22.76	26.83
First year 22.76	Zero	** 3.87
Second year 26.83		Zero
Critical *.05 value **.01		2.83 3.72

HYPOTHESIS THREE: **THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN THE ENGLISH LANGUAGE PROFICIENCY LEVEL OF MALE ESL STUDENT-TEACHERS AND THAT OF FEMALE ESL STUDENT-TEACHERS.**

ANOVA (5 x 2 x 2) showed no significant differences between males and females in English language proficiency level. The F.ratio obtained for this hypothesis was not large enough to be rejected. Therefore, hypothesis three was accepted. (see Table 1)

HYPOTHESIS FOUR : THERE IS NO INTERACTION BETWEEN FACULTY, GRADE AND ENGLISH LANGUAGE PROFICIENCY LEVEL.

The findings of using ANOVA (5 x 2 x 2) in Table 1, revealed significant interaction concerning the difference between groups of faculties and grades together at the .01 level. The F.ratio obtained for this hypothesis was large enough to reject it.

Since it was necessary to proceed to test this difference, Newman-Keuls Test was performed on the data. It showed significant differences at the .01 or at the .05 level between faculties and between grades as was made clear in Table 4 (N.B. Differences are in favour of the largest mean scores).

Table (4): Interaction Between Faculty and Grade Concerning the Differences Between Groups of Interaction Using Newman-Keuls Test.

Means	Kafr El Shiekh First year 19.51	Tanta First year 20.71	Kafr El Shiekh Second year 23.94	Mansoura First year 24.02	Ain Shams First year 24.66	Alexand-eria First year 24.90	Mansoura Second year 25.47	Tanta Second year 26.14	Ain Shams Second year 26.51	Alexand-eria Second year 31.10
Kafr El-Shiekh, First year 19.51	Zero	1.2	4.43**	4.51**	5.51**	5.39**	5.96**	6.63**	7**	11.59**
Tanta, First year 20.71		Zero	3.23	3.31	3.95*	4.19*	4.76*	5.43**	5.8**	10.39**
Kafr El-Shiekh, Second year 23.94			Zero	.08	.72	.96	1.53	2.2	2.57	7.16**
Mansoura, First year 24.02				Zero	.64	.88	1.45	2.12	2.49	7.08**
Ain Shams, First year 24.66					Zero	.24	.81	1.48	1.85	6.44**
Alexanderia, First year 24.90						Zero	.57	1.24	1.61	6.2**
Mansoura, Second year 25.47							Zero	.67	1.04	5.65**
Tanta, Second year 26.14								Zero	.37	4.96**
Ain Shams, Second year 26.51									Zero	4.59*
Alexanderia, Second year 31.10										Zero
Critical Value * .05		2.83	3.38	3.71	3.94	4.12	4.26	4.38	4.49	4.57
**.01		3.92	4.21	4.50	4.70	4.86	4.99	5.10	5.19	5.72

HYPOTHESIS FIVE : THERE IS NO SIGNIFICANT INTERACTION **BETWEEN FACULTY, SEX AND ENGLISH LANGUAGE PROFICIENCY LEVELS.**

ANOVA (5 x 2 x 2) in table 1, showed no interaction. The F.ratio obtained was small. Therefore, hypothesis five was accepted.

HYPOTHESIS SIX : THERE IS NO SIGNIFICANT INTERACTION **BETWEEN GRADE, SEX AND ENGLISH LANGUAGE PROFICIENCY.**

The F.ratio obtained for this null hypothesis was large enough to reject it as indicated in Table 1. When Newman-Keuls Test was employed, it showed that significant differences at the .01 level existed between first year male ESL student-teachers and second year male ESL student-teachers in favour of second year males; and significant differences at the .05 level were indicated between first year female ESl student-teachers and second year male ESL student-teachers in favour of second year males. No significant differences, however, were found between the other groups (see Table 5).

Table 5. Differences Between Grade and Sex Using Newman-Keuls Test

Grades Sex Means	1st year males 22.25	1st year females 23.26	2nd year males 25.57	2nd year females 27.69
1st year males 22.25	Zero	1.01	3.32	5.44 **
1st year females 23.26		Zero	2.31	4.43 *
2nd year females 25.57			Zero	2.12
2nd year males 27.69				Zero
Critical value *.05		2.83	3.38	3.71
**.01		3.73	4.21	4.50

HYPOTHESIS SEVEN: **THERE IS NO SIGNIFICANT INTERACTION BETWEEN FACULTY, GRADE, SEX AND ENGLISH LANGUAGE PROFICIENCY LEVELS.**

As shown in Table 1, ANOVA (5 x 2 x 2) indicated a large F.ratio for hypothesis seven. Therefore, it was rejected.

Newman-Keuls Test showed significant differences at the .01 or .05 level between groups of faculties, grades. and sex as shown in Table 6 (N.B. Differences are in favour of the largest mean scores).

Table (6): Differences Between Groups of Faculties, Grades, and Sex Using Newman-Keuls Test.

Grade & Sexes	1F	1F	1M	1M	2F	1M	1M	1M	1F	2F	2M	2F	2F	2M	2M	1F	1F	2M	2F	2M
Faculties	Kafr El-Shiekh	Tanta	Kafr El-Shiekh	Tanta	Kafr El-Shiekh	Alex.	Ain Shams	Mans-oura	Mans-oura	Mans-oura	Kafr El-Shiekh	Ain Shams	Tanta	Mans-oura	Tanta	Ain Shams	Alex.	Ain Shams	Alex.	Alex.
Means	18.60	20.23	20.41	21.18	22.52	22.90	22.92	23.85	24.18	24.87	25.35	25.40	25.96	26.07	26.31	26.40	26.90	27.62	29.11	33.08
Kafr El-Shiekh 18.60(1F)	Zero	1.63	1.81	2.58	3.92	4.30*	4.32*	5.25**	5.58**	6.27**	6.75**	6.8**	7.36**	7.47**	7.71**	7.8**	8.3**	9.02**	10.51**	14.48**
Tanta 20.23(1F)		Zero	.18	.95	2.29	2.67	2.69	3.62	3.95	4.64*	5.12*	5.17*	5.73**	5.84**	6.08**	6.17**	6.67**	7.39**	8.88**	12.85
Kafr El-Shiekh 20.41(1M)			Zero	.77	2.11	2.49	2.51	3.44	3.77	4.46	4.94*	4.99*	5.55**	5.66**	5.9**	5.99**	6.49**	7.21**	8.7**	12.67**
Tanta 21.18(1M)				Zero	1.34	1.72	1.74	2.67	3	3.69	4.17	4.22	4.78*	4.89*	5.13*	5.22*	5.72**	6.44**	7.93**	11.9**
Kafr El-Shiekh 22.52(2F)					Zero	.38	.4	1.33	1.67	2.35	2.83	2.88	3.44	3.55	3.79	3.88	4.38	5.10*	6.59**	10.56**
Alexanderia 22.90(1M)						Zero	.02	.95	1.28	1.97	2.45	2.5	3.06	3.17	3.41	3.5	4	4.72	6.21**	10.18**
Ain Shams 22.92(1M)							Zero	.93	1.26	1.95	2.43	2.48	3.04	3.15	3.39	3.48	3.98	4.7	6.19**	10.16**
Mansoura 23.85(1M)								Zero	.33	1.02	1.5	1.55	2.11	2.22	2.46	2.55	3.05	3.77	5.26*	9.23**
Mansoura 24.18(1F)									Zero	.69	1.17	1.22	1.78	1.89	2.13	2.22	2.72	3.33	4.93	8.9**
Mansoura 24.87(2F)										Zero	.48	.53	1.09	1.2	1.44	1.53	2.03	2.75	4.24	8.21**
Kafr El-Shiekh 25.35(2M)											Zero	.05	.61	.72	.96	1.05	1.55	2.27	3.76	7.73**
Ain Shams 25.40(2F)												Zero	.56	.67	.91	1	1.5	2.22	3.71	7.68**
Tanta 25.96(2F)													Zero	.11	.35	.44	.94	1.66	3.15	7.12**
Mansoura 26.07(2M)														Zero	.24	.33	.83	1.55	3.04	7.01**
Tanta 26.31(2M)															Zero	.09	.59	1.31	2.8	6.77**
Ain Shams 26.40(1F)																Zero	.5	1.22	2.71	6.68**
Alexanderia 26.90(1F)																	Zero	.72	2.21	6.18**
Ain Shams 27.62(2M)																		Zero	1.49	5.46*
Alexanderia 29.11(2F)																			Zero	3.97*
Alexaneria 33.08(2M)																				Zero
Critical * .05			2.83	3.38	3.71	3.94	4.12	4.26	4.38	4.49	4.57	4.65	4.72	4.78	4.89	4.96	4.99	5.04	5.08	5.12
Value ** .01			3.72	4.21	4.50	4.70	4.86	4.99	5.10	5.19	5.27	5.34	5.41	5.47	5.52	5.57	5.66	5.69	5.73	5.77

Note: I refers to first year, 2 refers to second year, M refers to males, and F refers to females.

DISCUSSION

The discussion of the results will be presented in four sections. The first section provides discussion of results related to differences between the different Faculties of Education involved in the study, while the second section presents discussion of results related to differences between males and females in English language proficiency levels, the third section is devoted to discussion of results related to differences in English language proficiency levels according to grade level, and the fourth section deals with discussion of results of interactions.

Since this research work was what educational research experts call a "status" investigation in which all the testing was obtained at one point of time and in which there was no attempt to control the variables in an experimental design, one can not make from it any direct and well-founded conclusions as to the casual reasons making for a high level of proficiency. One can only make tentative inferences concerning such casual reasons, for any differences that one may find.

Section One: Results Related to Differences Between Faculties in English Language Proficiency Levels.

ANOVA (5 x 2 x 2) and Newman-Keuls Test (Table 1 and

Table 2) revealed significant differences between the Faculties involved in the study; Kafr-El-Sheikh, Tanta, Mansoura, Ain-Shams and Alexandria in the English language proficiency level of their ESL student-teachers. Alexandria Faculty of Education and Ain-Shams Faculty of Education were superior to the other Faculties, Mansoura was not different from Alexandria or Ain-Shams in the English language proficiency level of their ESL candidates, and Kafr-El-Sheikh came last in the English language proficiency level of its ESL candidates.

These differences may be attributed to several factors which might be summed as follows:

1- Admission policy

Some Faculties of Education seem to admit to the English Department every one who applies in order to correct the serious shortage of ESL teachers. In general, some heads of English Departments in some Faculties might have felt that their job was to admit both those who have the greatest possibility of success and those who have not into their departments. The criterion for admission has typically been scores of the Thanawiyya Amma English language test, the higher test scores, the more successful the student will be in college. However, some faculties do not even refer to these scores by any means. They allow anyone who applies to attend the English Department.

At this point, it seems essential to point out that

admission to Alexandria and Ain-Shams Faculties of Education with particular emphasis on the English Department is restricted only to those applicants judged capable of performing satisfactorily in the English language programme. These two selective Faculties in Egypt are the most prestigious, and are the producer of some of the country's top talent in arts and languages. They always select the better applicants. Hence, gaining admission to the English Departments in these Faculties is not that easy since applicants must pass a test in the language prior to their admission.

On the contrary, local or regional Faculties of Education admit almost everyone who applies to English Department whether they are competent or incompetent in the language skills. They depend solely on Thanawiyya Amma English scores. The use of scores, however, as an indication of college academic potential is sometimes criticized because scores can be misleading. Its value as a predictor are less accurate as a predictor of academic performance **(Ramist, 1981)**.

2- Lack of proper and uniform evaluation of English Department candidates in some Faculties of Education. In some Faculties of Education, ESL student- teachers are accepted into the English Department on the basis of the Thanawiyya Amma English language scores. Some of the ESL candidates had very low scores and are still admitted, and others might have failed the English language course and

are still admitted into the English Department (personal communication with Students' Admission Office at Kafr-El-Sheikh Faculty of Education). In addition, the General Secondary Education Certificate Examination in the English language has proven not to be adequately valid, reliable and practical measuring instrument for placing students among Faculty Departments with particular emphasis on the English Department **(EL-Banna,1983)**.

To clarify,**Henning et al (1981,pp. 457-458)** maintained that, "It was possible for the students to succeed on the examination (GSECE) without their having demonstrated proficiency in the language." Therefore, it is not unreasonable that any candidate should be able to demonstrate a mastery of the target language. Otherwise, that candidate might not be successful in either his / her academic studies or his / her future teaching career.

To add, in some Faculties the departmental interview for admission into the English Department does not attempt to sample ESL candidate's ability to actually understand English. It appears that this interview never taps the candidate's English language background or cover any of the most significant skills of the language (personal experience at Kafr- El-Sheikh).

3- Shortage of teaching staff has a bearing to the point underquestion. Most English Departments suffer from

shortage in the teaching staff. For instance, the English Department at Kafr-El-Sheikh Faculty of Education has no teaching staff of its own in spite of the fact that the university has developed this specialized programme . In this concern,**Smith (1977,pp.18-20)** conducted a large series of research studies over the past fifteen years which have concluded that differences in students' performance can only be attributed to differences among teachers. **Rubin (1978)** also maintained that since little can be done in schools to change the students' performance, the potential for change lies in hiring highly skilled teachers.

In conclusion,shortage in teaching staff resulted in: a) unrealistic mass lectures with fewer professors, and b) the practice of allowing unqualified outsiders to teach the English language courses on a temporary basis regardless of whether they hold an M.A or a Ph.D degree or not. This shortage of teaching staff, together with hiring unqualified lecturers threaten to paralyze the English program in some faculties. At this point, **Daoud (1986,p.10)** stated that," classes swell, faculties become crowded, and individual attention -so important at university level- practically disappears. Equally seriously, growth in staff always lags behind."

Finally, it seems significant to mention that ESL student-teachers at larger faculties (Ain-Shams and Alexandria) outperformed those ESL student-teachers at the

smaller Faculties (Kafr-El-Sheikh and Tanta). This might be due to the fact that English language instruction is better at the larger institutions. This might be so in the sense that the larger faculties are more likely to be better organized and well- staffed and have better equipped English language Departments. This point, however, needs further research to determine what accounts for the variability in English language proficiency among ESL student-teachers in the different Faculties of Education

4- Inadequacy of English programmes in some Faculties of Education. Most professors in faculties have all the power to add, omit or change courses when they like, and how they like without having valid criteria for making the changes or additions or omissions. Moreover, techniques of teaching, courses, facilities may vary from one faculty to another. Most professors require their students to do much reading in the original texts, while others prepare very simplistic notes for their candidates to save them the trouble of going through the original texts (personal experience) and a fewer do not trouble themselves to teach well their students. At this point, **Globoa (1980)** put it well clearly that "the professors who are our collegues do have to do a lot of homework if they are to do their job well. They have to keep up with ever-changing subject-matter or cheat their students out of up-to-date information. They have to prepare lectures or they themselves will be unintelligible. They have to develop

courses to suit changing populations and changing times."

In conclusion, inadequacy of ESL programs has been acknowledged by **Jorstad (1981,p.54)** who maintained that, "programs to train teachers for work in bilingual and ESL situations of a wide variety of types for people with diverse backgrounds are inadequate in number and quality.

5- Previous language background. To some extent, variation in language ability may be attributed to the kind and the amount of previous language instruction and exposure to English; but, whatever the reason, differences in ability exist and should be taken into account in planning English language programs.

Section two: Results Related to Differences Between Males and Females ESL student-teachers in English Language proficiency level.

ANOVA (5 x 2 x 2) revealed no significant differences between males and females in English language proficiency level. (see Table 1) These findings were not consistent with **Medlin's(1962)** who found a significant difference at the .01 level in the mean scores of male and female secondary school teacher candidates. **Medlin** concluded that the male candidates did not possess as great a facility in English expression as did the female candidates.

The results, however, were consistent with **Carroll's** (1968). Carroll's study indicated no significant

differences in foreign language listening test scores between the males and the females in the sample he used. To clarify, these results tend to discredit the well-known idea that females are better language learners.

At this point, **Maccoby and Jacklin (1974)** in their research work, concluded that females excel at tasks requiring verbal power, including both receptive and productive language, and higher level verbal tasks (comprehension of difficult written material, creative writing). **Maccoby and Jacklin (1974)** cited that,"one factor underlying female superiority may be perceptual speed and accuracy." Females excelled on this measures in some studies of sex differences. **Snow (1988),personal communication)** also pointed out that "it was found that females do better than males in language learning tasks."

Finally, it seems interesting to mention that findings in recent literature **(Deaux, 1979,pp.571-580; Halerin and Abrams,1978,pp.763-771; Rosenfield and Stephan, 1978,pp.244-259)** supported the notion that people are more likely to attribute successful performance to ability or skill when the successful individual is male. Their findings also revealed that tasks are judged more difficult when they are successfully accomplished by males and less difficult when accomplished by females. Accordingly, it is clear that this is a contoversial issue that awaits more profound and honest research, and explanations for sex

differences are still in question and need more research, too.

Section Three: Results Related to differences Between First-Year and Second-Year ESL Student-Teachers in English Language Proficiency Level.

ANOVA (5 x 2 x 2), Table 1 and Newman- Keuls Test, Table 3 indicated significant differences between first-year (Freshman) and second-year (Sophomore) ESL student-teachers in English language proficiency level.

it is not surprising to find that second year ESL student-teachers outperform those ESL student-teachers in first year. One good reason for second year superiority may be due to the 38 hours per week devoted to studying the English language courses, i.e., literature, linguistics, language skills and translation (statute of Faculty of Education, Tanta University,p.7). This result is consistent with the results of a study conducted by **Badr(1986)** who found significant mean differences for second year ESL student-teachers over first year ESL student-teachers on structure, vocabulary, and the whole language competency test.

Section Four: Results Related to Interaction Between Faculties and Grades, Faculties and Sex, Grades and Sex, and Faculties, Grade, Sex and English Language Proficiency Levels.

The findings revealed significant interaction between faculties,grade and English language proficiency levels. Newman-Keuls Test (see Table 4) showed significant differences concerning interaction between faculty and grade level. This might be due to the selection process, i.e., selecting the better candidates prior to their admission to the English Department. This might also be due to the institutional program, i.e., the courses offered to ESL candidates vary from one faculty to another, and from one department to another. Another reason might be the quality of instruction. It is better at the larger faculties in the sense that the larger faculties are more likely to be better staffed and have better equipped English Departments.

Significant interaction was found between grade and sex. Newman-Keuls Test showed significant differences concerning this interaction. Since ANOVA (5 x 2 x 2) revealed no significant differences between sex, differences might be only due to differences between grades and not to sex. As it was made clear, differences in grade might be due to the 38 hours per week devoted to studying literature linguistics, language skills and translation

The findings also showed significant interaction between faculties, sex grade and English language proficiency levels. Newman-Keuls Test revealed significant differences regarding this interaction. This might be due

to courses offered to ESL student-teachers, the quality of instruction, facilities available to ESL candidates, and admission policy. This point, however, needs more profound research work.

CONCLUSION

In this study comparisons were drawn between the English language proficiency levels of the ESL student-teachers in some faculties of education. Comparisons were also made between grades, and between male and female ESL student-teachers. In addition, interactions were studied.

On the basis of the results of this study the following conclusions were made:

a) ESL student-teachers varied in their English language proficiency levels according to grade level and to the faculty in which they are enrolled.

b) There was no significant differences between male and female student-teachers in English language proficiency level.

c) Significant interactions were revealed between faculty and grade and sex; and faculty, grade, sex and English language proficiency level of ESL student-teachers.

RECOMMENDATION

On the basis of the findings and conclusions of the study, it is recommended that steps be taken to improve the English preparation of ESL student-teachers; faculties of education should require their ESL candidates to pass a test in English language prior to admission; and faculties of education should hire only those professors who are very proficient and specialized in the courses they are teaching in their lectures. Moreover, regional faculties of education must try very hard to select the better qualified applicants, and not to admit every one who applies to the English Department. In addition, the Ministry of Higher Education together with University Boards should make sure that faculties which intend to develop a specialized program in English possess a sufficient number of professors who would shoulder the reponsibility of teaching. Finally, University Boards should ascertain that the courses offered to ESL candidates in the English department are adequate both in quality and quantity so as to produce the most competent and most proficient ESL teachers.

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